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Mrs A Cornhill
Headteacher
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Dear Mrs Cornhill

Ofsted 2010–11 subject survey inspection programme: information and communication technology (ICT)

Thank you for your hospitality and cooperation, and that of your staff, during my visit, with my colleague Bob Hamp HMI, on 21 September 2010 to look at work in ICT.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of three lessons, two of which were joint observations with the head; and two short visits to the Early Years Foundation Stage.

The overall effectiveness of ICT is good.

Achievement in ICT

Achievement in ICT is good.

- Pupils enter the school with levels of attainment in ICT which are below the national average. In the Early Years Foundation Stage, pupils are supported well. They learn how to manipulate an interactive whiteboard and use basic technologies such as tape recorders. By the end of Key Stage 2, pupils reach levels of attainment which are broadly average. Given their starting points, this represents good progress.

- Pupils with special educational needs and/or disabilities make good progress. They are supported well in lessons and this is enhanced by good resources and well trained teaching assistants.
- Pupils behave very well when they are using ICT equipment both in the suite and in classrooms. They are courteous, and respect each other, teachers, teaching assistants and the equipment.
- Pupils' knowledge and understanding of how to stay safe when using new technologies is good. Their development in this area is supported through effective lessons both in ICT and across the curriculum.

Quality of teaching in ICT

The quality of teaching in ICT is good.

- Both teachers, and teaching assistants, have good subject knowledge. This subject knowledge has been developed through the bespoke and comprehensive training on offer at the school. Teachers, teaching assistants and pupils are confident users of ICT and this enables a quick pace in lessons.
- The activities provided in lessons are challenging. Staff prepare resources which enable all pupils, regardless of their needs and interests, to make good progress in ICT.
- The relationships between staff and pupils are excellent. Staff have good behaviour management skills and enable a very safe environment for pupils to learn.
- Assessment of ICT is regular and accurate. Assessment is moderated and used to develop teaching.

Quality of the curriculum in ICT

The quality of the curriculum in ICT is good.

- The curriculum is broad and balanced. It is planned well and meets the needs and interests of the pupils. It is reviewed regularly. In particular, the control technology project in Years 5 and 6 is a very good example of providing the pupils with work which interests and motivates them. The pupils were challenged and supported through this open ended project which enabled them to make good progress.

Leadership and management of ICT

The leadership and management of ICT are outstanding.

- The vision for ICT is clear: it is there to support the pupils to become independent learners. This vision is developed through lessons and also throughout the school.

- The monitoring of work in ICT is regular and rigorous. The strengths and weaknesses of ICT are known. Comprehensive and well-thought through plans are in place to develop the subject further.
- Members of the governing body are actively involved in ensuring that ICT provides value for money. There is a focus on how ICT will develop the pupils' learning when resources are purchased.
- A number of links with other educational establishments exist which enable you to develop ICT as a subject, including reciprocal arrangements for borrowing equipment.
- Training needs are audited. This audit is then used to provide teachers and teaching assistants with bespoke training to enable them to support the pupils to make better progress.

Areas for improvement, which we discussed, include:

- ensuring that the well-thought through plans for ICT are fully implemented.

I hope that these observations are useful as you continue to develop ICT in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Tanya Harber Stuart
Her Majesty's Inspector